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ABSTRACT

Project COULD (Career Orientation Utilizing Language Development) was developed as a means of building skills, knowledges, and attitudes on elementary children's previously acquired backgrounds. Children learn to speak the grammar and vocabulary characteristic of the language heard most frequently at home and in the immediate environment. Each unit of this instructional guide is designed to promote vocational awareness, exploration, and language development. The information in this unit on Coos County careers in lumbering was prepared for use at the eighth grade level for an approximate period of four weeks. It is divided into eight sections: a summary, an outline of the entire set of units for the category of lumbering, Project COULD's goals, a list of the performance objectives, a vocabulary list, suggested learning activities, numerous resource materials (films, filmstrips, transparency sets, instruction sheets, pamphlets, books, records, slides, resource people, and a resource outline questionnaire), and background information on the Coos County lumber industry (job and process flow charts, job summaries, and suggested teacher reading). (Author/BP)

ED 098358
CE 002 438
CAREER ORIENTATION UTILIZING LANGUAGE DEVELOPMENT

PROJECT COULD

AN ESEA, TITLE III PROJECT SERVING COOS COUNTY, OREGON

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COOS COUNTY CAREERS IN LUMBERING

GRADE 8

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1973

PROJECT COULD

CAREER ORIENTATION UTILIZING LANGUAGE DEVELOPMENT

A PACE PROJECT

Elementary and Secondary Education Act of 1965

Project COULD was developed as a means of building skills, knowledges, and attitudes upon elementary children's previously acquired backgrounds. Children learn to speak the grammar and vocabulary characteristic of the language heard most frequently at home and in the immediate environment.

A series of units of instruction were developed from the concepts and vocabulary of the industries indigenous to Coos County. The intention was to promote vocational awareness, exploration and language development for the students in grades 3 through 8.

The information in this unit was prepared for use at the eighth grade level for an approximate period of four weeks.

Materials prepared by Project COULD are available from the IMC of Coos County Intermediate Education District, 2405 Colorado Street, North Bend, Oregon, 97459.

SCHEDULE OF UNITS

Grade Level	Lumbering
Grade 3 Unit L #1	Logging
Grade 4 Unit L #2	Logging Transportation
Grade 5 Unit L #3	Wood Processing
Grade 6 Unit L #4	Marketing Wood Products
Grade 7 Unit L #5	Lumbering Ecology
Grade 8 Unit L #6	Coos County Careers in Lumbering

SUMMARY

This instructional guide is divided into eight sections. Each section is tabulated for easier use and quick reference.

Summary:

The intentions and reasoning for this program have been stated. For effective results, it is suggested that the teacher becomes totally familiar with the curriculum guide before beginning.

Outline:

This section gives an overall view of all of the sequenced units. Details of the information to be covered in this unit are specifically outlined.

Goals:
Objectives:
Activities:

These three sections are sequentially integrated to clearly define what activities are suggested for a particular objective and a particular goal. Each goal is numbered to correlate directly with objectives, activities and resources.

Vocabulary:

All terminology found in the unit, including particular occupations, is included in this section. Each term is defined. These definitions are intended for teacher use only.

Resources:

Locally produced materials, Coos County resource people, books, pamphlets and commercially prepared media are listed with reference made to activity correlation.

Background:

This section contains additional material for teacher use.

COOS COUNTY CAREERS IN LUMBERING

UNIT L #6 OVERVIEW

The following outline represents the scope of the entire set of units (grades 3-8) for the category of LUMBERING. Only the outline for this unit is in its completed form.

SUGGESTED TIME: FOUR WEEKS

Opportunities for Employment: 7 days
Occupational Interest Inventory: 2 days
Steps in Applying for a Job: 5 days
The Job Interview: 4 days
Employment Vocabulary: 5 days

(UNIT L #1) LOGGING
- A. The many jobs of the logger
- B. Logging terminology relating to the logger
- C. Two main types of logging shows
- D. Environmental factors affecting logging
- E. Influence of logging on the economy

(UNIT L #2) LOGGING TRANSPORTATION
- A. Jobs in log transportation
- B. Terminology relating to jobs in logging transportation
- C. Two main methods of log transportation
- D. Environmental factors affecting transportation
- E. Influence of log transportation on the economy

(UNIT L #3) WOOD PROCESSING
- A. The many jobs of the millworker
- B. Terminology relating to the jobs of the millworker
- C. Three main types of milling processes
- D. Environmental factors
- E. Influences of the lumber processing industry on the economy

(UNIT L #4) MARKETING WOOD PRODUCTS
- A. Jobs in marketing
- B. Marketing terminology
- C. Wholesale and retail markets
- D. Environmental factors
- E. Economic relationships

(UNIT L #5) LUMBERING ECOLOGY
- A. Workers involved in environmental quality control
- B. Technical terminology relating to environmental quality control

OUTLINE

C. The different methods used to control the quality of the environment in Coos County
D. The way in which the quality of the environment affects the economy of the County

(UNIT L #6) COOS COUNTY CAREERS IN LUMBERING

A. Opportunities for employment
   1. Logging
   2. Transportation of Logs
   3. Wood Processing
   4. Marketing of Woods Products
   5. Ecology of Lumbering
B. Occupational interest inventory
   1. How Do You Know Where Your Interests Lie?
   2. The Inventory
C. Steps in applying for a job
   1. Personal Inventory
   2. Check With References
D. The job interview
   1. Do's
   2. Don't's
E. Employment vocabulary (See VOCABULARY section of this unit)

GOALS

1. To make the students aware of all the opportunities for employment on a seasonal and full-time basis within the various portions of the lumbering industry of Coos County.

2. To make the students aware of the various instruments available which can help an individual determine his or her strengths in certain occupational areas of the lumbering industry.

3. To make the students aware of the certain procedures one should follow when applying for a job.

4. To make the students aware of the various do's and don't's relating to a job interview which can help the applicant.

5. To make the students aware of the various terms used to facilitate communication among those working in employment services within the lumbering industry and the world of work in general.

The intention of Project COULD units is to utilize the language arts areas of reading, writing, listening, and speaking, as the vehicles to promote vocational awareness and exploration. It is <u>not</u> to dictate language arts curriculum but to suggest that the vocational areas under consideration have unique languages and concepts.

It is assumed that the language development aspect of the activities will be commensurate with the on-going language arts programs of the students participating in the various units prepared by COULD.

PERFORMANCE OBJECTIVES

1. Given the list of twelve jobs in the lumbering industry and fifteen minutes and his notes from the media presentations and discussions, each learner will choose three and write a paragraph for each which gives specific information in each of the following categories:

Minimum qualifications	Temperament
Physical demands	Chances for promotion
Working conditions	Full-time, part-time, or seasonal
Aptitudes	

JOB TITLES IN LUMBERING: Bookkeeper, Choker Setter, Shovel Operator, Tug Boat Captain, Log Truck Driver, Secretary, Lumber Grader, Hatch Boss, Shop Worker, Head Chainman, Forester, Mat Former.

The teacher will judge the accuracy of each learner's responses.

2. Given the occupational preference inventory (see RESOURCE section), each learner will complete the inventory and determine the area of his highest occupational interest within the lumbering industry. The time limit will be imposed by the teacher.

3. Each learner will prepare himself to apply for a job of his choice from within the lumbering industry of Coos County by performing the following steps:

   a. Making out a personal inventory sheet.
   b. Checking with people to use as references.
   c. Making out a resume or personal data sheet.
   d. Filling out a job application form.

   The teacher will impose the time limit and judge the competency of each learner's participation.

4. Each learner will role play a job interview as a prospective employee, demonstrating, in the teacher's judgement, the following do's and don't's of job interviews:

Do's	Don't's
Dress neatly.	Beg for a job.
Be well groomed.	Play hard guy.
Be truthful.	Withhold information.
Answer questions briefly, but fully.	

The teacher will impose the time limit for each interview.

5. Given the vocabulary words as listed in the VOCABULARY section of this unit, each learner will:

   a. Construct a crossword puzzle with a minimum of ten words.
   b. Exchange puzzles with a friend and fill out his friend's puzzle.
   c. Correct his own puzzle which was filled out by his friend.
   d. Complete this activity with at least 50% accuracy within a time limit imposed by the teacher.

VOCABULARY AND SPELLING

In this unit 17 vocabulary words and all key occupations are discussed. These words and occupations can and should be used as a part of the spelling program in the classroom. You as the teacher, are the best judge as to how this should be done in your classroom.

MASTER VOCABULARY LIST

A permanent listing of all current vocabulary words should be available to the students at all times during the study of Coos County Careers in Lumbering. Having this list of words and their definitions readily available to the students on charts, the overhead projector, the blackboard, or a vocabulary notebook, will provide the students with an immediate reference should the need arise. A professional in-depth type of definition will not be nearly as valuable to the students as one that they have written, discussed, and put on the master list themselves. If a definition is to be useful, it must be easily understood by the students.

VOCABULARY

APTITUDE	A natural ability or talent such as eye-hand coordination, special perception, manual dexterity, balance, etc.
DAY SHIFT	Usually from 8:00 a.m. to 4:00 p.m.
EMPLOYEE	The person hired by the firm, company, or individual to do the work.
EMPLOYER	The person for whom people work; the person or company hiring the worker to do the job.
FRINGE BENEFITS	Anything such as health insurance, life insurance, sick leave, holidays and vacations for which the employer pays.
FULL-TIME	A job which totals forty hours every week.
GRAVEYARD SHIFT	Usually from midnight to 8:00 a.m.
INTERVIEWER	The person giving or directing the interview.
OCCUPATION	The main business of one's life; a job is an occupation.
PART-TIME	A job which totals less than forty hours every week.
PERSONAL DATA SHEET	(See RESUME)
PERSONAL INVENTORY	A detailed, realistic inventory of one's qualifications, interests, and any limitations one might have.
PROSPECTIVE	Expected, as in the "prospective employer".
RESUME	A short account of a person's career and qualifications; usually made by an applicant for a job or position.
SEASONAL	A job which is open only at certain times of the year due to weather, raw material supplies, economic factors, etc.
SWING SHIFT	Usually from 4:00 p.m. to midnight.
TEMPERAMENT	A person's social make-up; his ability to do repetitive tasks for long periods of time, or his sense of humor.

KEY OCCUPATIONS

The key occupations include all those listed for the Lumbering Units in this project. There is one occupation that is constant from one portion of the industry to another, the job of personnel director or manager.

PERSONNEL MANAGER	This person is responsible for hiring all of the workers needed to meet the demands of that portion of the industry. He may require personal interviews, resumes, or just an informal chat. In any event, he is usually good at judging the capability of the worker to do the work for which he is applying and he is interested in helping the worker get a good job.

RESOURCE PEOPLE LISTED IN THE RESOURCE SECTION OF THIS UNIT SHOULD BE CONTACTED AT LEAST ONE WEEK IN ADVANCE OF THEIR VISIT. THEY SHOULD HAVE AVAILABLE AN OUTLINE OF THE MATERIAL YOU WISH COVERED AND A LIST OF ANY EQUIPMENT YOU WOULD LIKE THEM TO BRING. (IF ONE OF THE STUDENT'S FATHERS COULD BE USED AS A RESOURCE PERSON, THIS MAY BE BENEFICIAL TO THAT STUDENT AND THE CLASS AS A WHOLE.)

THE TEACHER WILL NEED TO BRING THE FOLLOWING EQUIPMENT FOR USE IN THE UNIT:

Two sheets of graph paper with at least 1/2 inch squares for each member of the class.

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1st	5-A 5-B 1-A	1-B 1-C	5-C 1-D	1-E 1-F	1-G
2nd	1-H	1-I (Test for Obj. 1)	2-A 2-B 2-C 2-D	2-D 2-E (Completion of Test for Obj. 2)	3-A 3-B
3rd	3-C	3-C 3-D	3-E 3-F 3-G	3-G (Completion of Test for Obj. 3)	4-A 4-B 4-C 4-D
4th	4-E 4-F	4-E 4-F	4-E 4-F (Completion of Test for Obj. 4)	5-D 5-E (Test for Obj. 5)	5-E

The numbers on the calendar refer to activities on the following pages, which parallel objectives and goals. These are <u>suggested</u> activities in a <u>suggested</u> order which the instructor is free to modify and/or improvise.

ACTIVITIES

1-A Suggest that the class listen to the COULD prepared audio tape recording entitled, What Prospective Employers Want From Their Workers. Distribute to each student at least five copies of the worksheet (see the following pages) and place the following sub-divisions of the lumbering industry on the chalkboard or overhead projector:

Logging
Transportation
Wood Processing
Marketing of Wood Products
Ecology in Lumbering

Instruct the class to take notes on the characteristics of the work for each portion of the industry.

This activity correlates with Activity 5-B.

ALTERNATE ACTIVITY: Group Work: Accept volunteers or assign students to the following groups:

Logging
Transportation
Wood Processing
Marketing of Wood Products
Ecology in Lumbering

Hand each student at least five copies of the worksheet (see the following pages) and instruct the groups to listen to the portion of the COULD prepared audio tape recording entitled, What Prospective Employers Want From Their Workers relating to their group and take notes. When they have finished, instruct the students to transfer their notes to the COULD prepared overhead transparency master entitled, Work Characteristics. This activity could be carried over a period of several days, each group being assigned to a specific time to use the tape and recorder.

ALTERNATE ACTIVITY: Invite resource speakers from each of the following portions of the lumbering industry to visit the class:

Logging
Transportation
Wood Processing
Marketing of Wood Products
Ecology in Lumbering

A phone call can be made to confirm the date and time of the visit. Then send the speaker the resource outline. Hand each student a copy of the worksheet (see the following pages) and instruct them to take notes during the presentation. Allow time for a question and answer period. This activity can be carried on as a class or small group activity correlating with 1-B.

1-B Listen to the COULD prepared audio tape recording entitled, What Prospective Employers Want From Their Workers, or to the resource person's talk.

1-C FOLLOW-UP: Use the COULD prepared overhead transparency master entitled Work Characteristics. Instruct the groups to use their notes to fill out the transparency describing the characteristics of work in that portion of the industry. Then allow each group to present their information to the rest of the class. Allow time for note taking and a question and answer session.

ALTERNATE ACTIVITY: Small Groups: Allow each of the four groups to present their information to the rest of the class using the COULD prepared overhead transparency master on the following pages, entitled Work Characteristics and the overhead projector. Allow time for note taking and a question and answer session.

1-D ENRICHMENT ACTIVITY: Some of the students might enjoy making a master list or chart of the work characteristics of the work in all five portions of the lumbering industry. The chart would be mounted on a bulletin board for future reference.

1-E ENRICHMENT ACTIVITY: Some of the students may wish to make posters showing the work done in that portion of the lumbering industry and include a slogan which would encourage people to seek employment in that area. A discussion of advertising techniques could be inserted as part of this activity. The posters could be mounted on the bulletin board with the charts from Activity 1-D.

1-F ENRICHMENT ACTIVITY: Some of the students might enjoy writing short radio spots which would encourage people to seek employment in one of the five areas of the lumbering industry. A discussion of advertising techniques could be inserted as part of this activity. When the spots have been written, the students could tape record them. The tape could be played for the class and used as a basis for evaluative sessions on what types of advertising techniques were used and how well the spot met the criteria for that technique.

1-G ENRICHMENT ACTIVITY: GAME: CHALLENGE

Teacher Preparation---None

Procedure----------Two teams stand in separate lines facing each other on opposite sides of the room. Team A gives a work characteristic to the first person in line for team B. The first person in team B must answer with the corresponding name of the portion of the industry to which the work characteristic applies. If his answer is correct, it is then his turn to give a work characteristic to the second member of team A. Follow this procedure, alternating teams, until each pupil has had a chance to give a work characteristic to the

other and respond with the name of a portion of the lumbering industry.

Rules----------If the member called upon cannot provide a work characteristic, that responsibility then goes to the other team. For each correct response, a point is given to that team. Set a time limit for answers and allow no team "help." A correct answer can be any portion of the industry to which that work characteristic applies. If the wrong answer is given, the person giving the work characteristic must say "wrong." The chance to answer correctly then goes to the next person on the same team. (If the answer is correct, the teacher may instruct the giver of the work characteristic to signify by saying, "right," or "correct," or "point.")

1-H ENRICHMENT ACTIVITY: In a class discussion ask the students to point out how the work characteristics in each portion of the industry are alike. List these likenesses on the chalkboard, overhead projector, or a piece of paper. Repeat the procedure by asking how the work characteristics differ from one portion of the industry to another. Again, list the difference.

1-I EVALUATION ACTIVITY: (Test for Goal and Objective 1)

MATERIALS NEEDED: Each student should have his notes from the above activities. The teacher should write on the board, overhead projector, or make ditto sheets for each student for the five categories given below and the eleven job titles.

OBJECTIVE 1: Given the list of jobs in the lumbering industry and fifteen minutes and his notes from the media presentations and discussions, each learner will choose three and write a paragraph for each which gives specific information in each of the following categories:

Minimum qualifications
Physical demands
Working conditions
Aptitudes
Temperament
Chances for promotion
Full-time, part-time or seasonal

JOB TITLES IN THE LUMBERING INDUSTRY: Bookkeeper, Choker Setter, Shovel Operator, Tug Boat Captain, Log Truck Driver, Secretary, Lumber Grader, Hatch Boss, Shop Worker, Head Chainman, Forester, Mat Former.

The teacher will judge the accuracy of each learner's responses.

WORKSHEET AND TRANSPARENCY MASTER

WORK CHARACTERISTICS

_____

Portion of the Industry

MINIMUM QUALIFICATIONS

PHYSICAL DEMANDS

WORKING CONDITIONS

APTITUDES

TEMPERAMENTS

CHANCES FOR PROMOTION

FULL-TIME, PART-TIME, OR SEASONAL WORK

ACTIVITIES

NOTE: The following activities taken in sequence culminate in the completion of Objective 2.

OBJECTIVE 2: Given the occupational preference inventory (see RESOURCE section), each learner will complete the inventory and determine the area of his highest occupational interest within the lumbering industry. The time limit will be imposed by the teacher.

2-A Ask the students questions such as the following to help them begin to think about possible ways of finding where their occupational interests really lie:

> Which of the jobs in the lumbering industry would you like to have? Why?
> Would you like to spend the rest of your working life doing this job? Why or why not?
> When you say, "I want to be a _____," on what do you base your decision?
> What does the term occupation mean? (Accept volunteers to look up and/or define the term.)
> What is an occupational interest?
> Is there a better way to find out where your occupational interests lie than the ways we have been discussing? What are they?

2-B Inform the students that there are many different types of occupational interest inventories which they can use to help them better determine their areas of occupational interest. Suggest to the class that they take one such inventory. Then pass out the occupational preference inventory booklets and answer pads to each student. Instruct the students to read the directions silently to themselves as you read them aloud to the class. Allow time for a clarification of directions and allow the students to complete the inventory. Move about during the work period to observe the students' work and make sure the directions are being followed.

2-C As each student finishes the test, instruct him or her to follow the directions on the back of the answer pad in scoring their own inventory.

2-D When the students have finished scoring their inventory, hand out the profile sheets. Read the instructions to the class or have them read the directions silently. Instruct the class to follow the directions in making out their own occupational interest profile.

2-E Show the class the COULD prepared transparency entitled Occupational Preferences in the Lumbering Industry. (The following pages are provided from which a thermal ditto master can be made or a transparency.) Explain to them that the left hand column shows occupation areas from the inventory and the right hand column shows the related occupations in the lumbering industry. Instruct the students to list the one area of their highest score on a sheet of paper and write down the occupations shown for that area of interest.

NOTE: Since this inventory will show interest areas in some areas of employment not directly covered by the units in this project, instruct the students to select only scores from the following areas of their profile sheet: outdoor, mechanical, computational, scientific, persuasive, social service, and clerical. Their highest score may not be in these areas, but these are the major ones which pertain to the lumbering industry in Coos County.

TRANSPARENCY MASTER

OCCUPATIONAL PREFERENCES IN THE LUMBERING INDUSTRY

OCCUPATIONAL INTEREST AREAS	JOBS IN THE INDUSTRY	
Outdoor	Axeman	Dumper Helper
	Head Chainman	Dump Operator
	Instrument Man	Lead Yard Man
	Party Chief	Rafter
	Rear Chainman	Scaler
	Levelman	Second Loader
	Rodman	Shovel Operator
	Forester	Small Stacker Operator
	Dockman	Tugboat Captain
	Hatch Boss	Yarder Bucker
	Hatch Tender	Bucker
	Holdman	Faller
	Truck Driver	Cat Skinner
	Walking Boss	Chaser
	Clean-up Crew	Choker Setter
	Pondman	Hook Tender
	Big Stacker Operator	Side Rod
	Boatman	Rigging Slinger
	Deck Hand	
Mechanical	Handy Man	Grader
	Laborer	Machine Tender
	Lift Truck Driver	Mechanic
	Mat Former	Millwright
	Preparation Operator	Patcher
	Press Operator	Pondman
	Sanderman	Puller
	Tallyman (Strapper)	Sawyer
	Assembler	Separator
	Button Pusher	Big Stacker Operator
	Hatch Tender	Boatman
	Pressure Treating Plant Operator	Deck Hand
		Dumper Helper
	Shop Foreman	Dump Operator
	Ship Worker	Log Truck Driver
	Skillman	Second Loader
	Stock Boy	Shovel Operator
	Truck Driver	Small Stacker Operator
	Winch Driver	Tug Boat Captain
	Barker Operator	Yarder Bucker
	Clean-up Crew	Bucker
	Clipper	Faller
	Feeder	Cat Skinner
	Gluer	Hook Tender

TRANSPARENCY MASTER - Page 2

OCCUPATIONAL PREFERENCES IN THE LUMBERING INDUSTRY

OCCUPATIONAL INTEREST AREAS	JOBS IN THE INDUSTRY	
Computational	Forester	Sales Coordinator
	Laboratory Statistician	Grader
	Laboratory Technical Supervisor	Quality Controller
	Tallyman	Scaler
		Lead Yard Man
Scientific	Forester	Laboratory Technician
	Laboratory Statistician	Quality Controller
	Laboratory Technical Supervisor	
Persuasive	Forester	Shop Foreman
	Laboratory Technical Supervisor	Walking Boss
	Cashier	Yard Foreman
	Hatch Boss	Side Rod (Foreman)
	Sales Coordinator	Hook Tender
		Rigging Slinger
Social Service	Forester	
Clerical	Laboratory Stenographer	Sales Coordinator
	Bookkeeper	Secretary
	Cashier	Yard Foreman
	Receiving Clerk	

ACTIVITIES

NOTE: The following activities taken in sequence culminate in the completion of Objective 3.

OBJECTIVE 3: Each learner will prepare himself to apply for a job of his choice from within the lumbering industry of Coos County by performing the following steps:

a. Making out a personal inventory sheet.
b. Checking with people to use as references.
c. Making out a resume or personal data sheet.
d. Filling out a job application form.

The teacher will impose the time limit and judge the competency of each learner's participation.

3-A Conduct a class discussion about job applications using questions such as the following: (List the students' ideas on the chalkboard or the overhead projector.)

Each of you has selected an area of occupational interest in the lumbering industry of Coos County. If you decided to apply for one of the jobs in your area of occupational interest, how would you begin?
What information do employers ask for on an application form?
What does an employer talk about during a job interview?
What qualities do employers look for in a job applicant? (Appearance, personality, manners, truthfulness.)

3-B Suggest to the students that some research on the proper way to apply for a job would be helpful. Hand out the pamphlet entitled So Now You're On Your Own. Instruct the students to read the pamphlet, take notes, and be ready to discuss it at a later time determined by the teacher.

ALTERNATE ACTIVITY: Suggest to the students that some research on the proper way to apply for a job would be helpful. Hand out the pamphlet entitled, So Now You're On Your Own. Accept volunteers from the class to read passages aloud.

3-C Discuss with the class the value of making out a personal inventory using questions such as the following:

Why should a person go to all the trouble of making a personal inventory?
In what ways does it help you know what you can or cannot do?
How does it help the employer to know what jobs you have held before?
Would this information be helpful in filling out a job application form? In what way?

Suggest to the class that they select an occupation from their area of highest interest from within the lumbering industry and pretend they are going to apply for that job. Also suggest that it might be best to first list all their qualifications and any background experience. Instruct the students to write out a personal inventory following the example in the pamphlet on pages two and four.

NOTE: Obviously the students will not be able to fill out an inventory as complete as the sample, especially the section (II) on education. Instruct the class to use their junior high years to supply the information needed. Move around the class helping individuals who are having difficulties.

3-D ENRICHMENT ACTIVITY: Accept volunteers from the class to read their personal inventories aloud. Allow the class to comment about completeness and/or make recommendations for adding or deleting information.

3-E Conduct a class discussion about the proper method of obtaining and utilizing reference people by asking questions such as the following:

What is the difference between a work reference and a personal reference?
Who might be best qualified to give a work reference? A personal reference? Why?
How can you be sure these people will provide you with a reference? (Call and ask, or visit them.)
Why is it wise to let these people know what job you are applying for before they are asked to write a letter of reference?

3-F Suggest that the students now proceed with their job applications. Ask the students of what value a personal data sheet or resume, such as the sample on page seven of the pamphlet, would be to an employer. List their ideas on the chalkboard or overhead projector. Then instruct the students to use the information from their personal inventory to compile a personal data sheet or resume.

NOTE: It is preferred by businessmen that the resume be in a typewritten form. Use your discretion in requiring that the students have this assignment typed.

3-G Instruct the students to use their personal inventories and data sheets to fill out a job application form for the job they have selected. Tell them to keep in mind the fact that in order to obtain the job they wish, they may first have to apply for a lesser or beginning job and work toward a promotion to the desired position. Hand out the job application forms from the RESOURCE section of this unit to the students. Instruct them to fill in the company name and the position for which they are applying. When the assignment has been completed, instruct the students to staple their resume to the front of the job application and turn both into the teacher. These may be mounted on a bulletin board in the classroom after evaluation by the teacher.

ACTIVITIES

NOTE: The following activities taken in sequence culminate in the completion of Objective 4.

OBJECTIVE 4: Each learner will role play a job interview as a prospective employee, demonstrating, in the teacher's judgement, the following do's and don't's of job interviews:

Do's	Don't's
Dress neatly	Beg for a job
Be well groomed	Play hard guy
Be truthful	Withhold information
Answer questions asked by the interviewer briefly but fully	

The teacher will impose the time limit for each interview.

4-A Write the term "job interview" on the chalkboard or the overhead projector. Ask for volunteers to define this term. Then ask questions such as the following to help the students begin thinking about what a job interview might be like:

Have any of you ever had a job interview? Tell the class about it.
If no students have had a job interview, ask the following questions:
What do you think a job interview would be like?
What questions do you think the interviewer would ask? Why?
What type of person do you think the interviewer is? Explain.
How should you act during the interview? Explain.

4-B Suggest to the class that they view the 16MM sound film entitled, Jobs and Interviews: Getting Started, to learn more about job interviews. Instruct the students to list the do's and don't's of job interviews.

4-C View the 16MM film entitled Jobs and Interviews: Getting Started.

4-D Accept volunteers from the class to list the do's and don't's of the interview on the chalkboard or the overhead projector. Encourage the volunteers to explain why they feel these are good or bad ideas. Lead the students to include at least the above listed do's and don't's from OBJECTIVE 4.

4-E Suggest to the class that they role play job interviews. Allow each student to have a job interview. Instruct them to turn in their resume and job application form at the time of the interview to the interviewer. These interviews may be made in front of the class and followed by a general evaluation period. In selecting an interviewer, the teacher has available a number of human resource possibilities. These people are listed below:

PRINCIPAL: Since this person makes employment decisions within the school, solicit his aid as an interviewer.
LISTED RESOURCE PEOPLE: These people are the ones in charge of employment at their place of business or can tell you a great deal about the subject. Allow those children to be interviewed who are applying for a job within that portion of the industry.
SUPERINTENDENT'S STAFF: There is usually someone on the staff of the superintendent for your district who interviews prospective employees. Solicit his or her help as an interviewer.
OREGON STATE EMPLOYMENT DIVISION: Contact this agency and explain your needs.
TEACHER: The teacher may wish to role play the part of the interviewer, although the children may not feel the apprehension possibly present with a stranger in this same position.

NOTE: Allow the students at least a day's preparation so that they may dress and groom appropriately for the interview.

4-F FOLLOW-UP: Allow the students and the interviewer to evaluate the job interview. Instruct the class to determine how well the person being interviewed followed the do's and don't's as listed in Activity 4-D. (The list of do's and don't's provided in the OBJECTIVE 4 should be used as the criteria for this activity.)

ACTIVITIES

5-A Hand the students a copy of the vocabulary words as listed in the VOCABULARY section of this unit. Provided is a list of the words from which a thermal ditto master or a transparency can be made. Instruct the students to define the words as they progress with their study of this unit.

5-B (NOTE: This activity correlates with Activity 1-A.)
Place the title, What Prospective Employers Want From Their Workers on the chalkboard or the overhead projector. Then ask the class questions such as the following:

> What is the difference between this word (employer) and the word employee? (List the differences.)
> What does this word mean (prospective)? (List)
> What might be a prospective employer? A prospective employee?

5-C Lead the class in a discussion which seeks to answer the following question:

> If you were to look for a job, what would you want to know about the job before you accepted it? (Wages, number of hours, which shift, any fringe benefits, etc.)

Discuss each of the following to ensure the class's basic knowledge of them: day shift, swing shift, graveyard shift, fringe benefits, and wages.

ALTERNATE ACTIVITY: Assign the following words to volunteers to ask their parents about what they mean, and report back to the class: fringe benefits, wage, day shift, swing shift, and graveyard shift.

5-D In a class discussion, ask questions such as the following to help the students begin thinking about how crossword puzzles are constructed:

> Have any of you ever worked a crossword puzzle? (Ask for a show of hands.)
> What things make up a crossword puzzle? (Lines form a grid across and down, definitions, blackened squares, etc.)

Draw a grid on the chalkboard and list from five to ten current words from other areas of the curriculum. Ask for volunteers to place the words somewhere within the grid. If the students try to place across words or down words directly adjacent to one another, remind them that the letters must form words both across and down. Fill in all unused squares. When the words have been placed in the grid, number the across words, then the down words, by placing numbers in the boxes containing

the first letter of each word. Accept volunteers to write out or tell the definitions to first the across words and place them on the chalkboard or overhead projector. Repeat the procedures with the down words. Add to or repeat the procedure if necessary until the students feel that they can construct their own puzzle.

5-E EVALUATION ACTIVITY: (Test for Goal and Objective 5)

MATERIALS NEEDED: Two pieces of graph paper with at least 1/2" squares for each student. The vocabulary words from this unit on the chalkboard or overhead projector.

OBJECTIVE 5: Given the vocabulary as listed in the VOCABULARY section of this unit, each learner will:

a. Construct a crossword puzzle with a minimum of ten words.
b. Exchange puzzles with a friend and fill out his friend's puzzle.
c. Correct his own puzzle which was filled out by his friend.
d. Complete this activity with at least 50% accuracy within a time limit imposed by the teacher.

Hand each student two pieces of graph paper. Then write the following instructions on the chalkboard or overhead projector, or give them orally to the students:

a. Draw the lines of the puzzle.
b. Put the words in the squares you have drawn.
c. Number the box containing the first letter of each down word.
d. Number the box containing the first letter of each across word.
e. Fill in all the unused squares with crayon or pencil.
f. On a separate sheet of paper, list the definitions for all the across words and number them to fit the puzzle.
g. Do the same thing for the definitions for the down words.
h. Copy your puzzle onto the other sheet of graph paper, but this time leave out the letters so your puzzle will be ready for someone else to do.

Instruct the students to exchange their puzzles and the definitions with a friend and clear their desks of everything else but a pencil. Tell the students to complete their friend's puzzle and return it to him or her to correct. The students should be aware of the time limit for this activity.

COULD PREPARED MATERIALS

	Activity No.
AUDIO TAPE RECORDINGS	
What Prospective Employers Want From Their Workers	1-B,C

RESOURCES

COMMERCIALLY PREPARED MATERIALS

		Activity No.
16MM SOUND FILM		
Jobs and Interviews: Getting Started	IED F1310	4-B, C
PRINTED MATERIALS		
C.I.S. Interest Inventory Test		2-B, C, D
Pamphlet: So Now You're On Your Own, by Oregon Board of Education		3-B
Applications For Employment (enough copies can be obtained for your class from almost any company in the lumbering industry)		3-G

RESOURCE PEOPLE

The following people have consented to act as resource persons or to help you get in contact with the proper people.* If you wish to ask any of them to visit your class, they should be contacted at least a week in advance so they will have time to prepare for their visit and gather resources for use by the students. The people are grouped under headings to make it easier to locate a knowledgeable person in each area of the lumbering industry.

Name	Occupation	Employer	Phone No.
YARDING LOGS CUTTERS: FALLERS AND BUCKERS			
Don Wickendoll	Woods Superintendent	WYCO	269-1117
David Sant	Public Relations	WYCO	756-5121
Paul Shook	Woods Superintendent	WYCO	269-9336
Chuck Hathcoat		IWA	756-3168
John Mingus	Public Relations	GP	269-1171
Guy Head		GP	396-3151
John Eggers	Head of Woods Safety	WYCO	756-5121
THE SAW AND PLANING MILLS			
John Selig		WYCO	756-7511
Tom Murdoch		WYCO	756-7511
David Sant	Public Relations	WYCO	756-5121
John Mingus	Public Relations	GP	269-1171
Ken Lewis	Comptroller	Al Pierce	267-4113
TUG BOAT CREWS			
Ray Boudry	Owner	Harbor Tug and Barge	267-4176
THE SORT YARD			
Don Wickendoll	Woods Superintendent	WYCO	269-1117
Paul Shook	Woods Superintendent	WYCO	269-9336
David Sant	Public Relations	WYCO	756-5121
John Mingus	Public Relations	GP	269-1171
TRUCK DRIVERS			
Darrel Boyer	Dispatcher	Coos Trucking	267-2104
RETAIL MARKETING			
Roger Conrad	Owner	Conrad Lumber Co.	267-3101
Tom Graham	Manager	Coos Head Builders Supply	756-3148
Lester Duvall		Broadway Builders	756-4818

* Some parents of students in your classroom may be able to serve as resource speakers. If this is the case, they should be contacted.

Name	Occupation	Employer	Phone No.
WHOLESALE LUMBER MARKET: LONGSHOREMEN			
Jerry Holiday		ILWU	756-4188
Erwin Doty	Office Manager	Independent Stevedore	267-3146
WHOLESALE LUMBER MARKET: SALES COORDINATOR			
David Sant	Public Relations	WYCO	756-5121
Bill Furrer	Sales Coordinator	WYCO	756-5121
John Mingus	Public Relations	GP	269-1171
PAPER MILL			
Ivan Hovis	Public Relations	Menasha Corp.	756-5171
PLYWOOD MILL			
Bark Hammock		WYCO	756-7511
David Sant	Public Relations	WYCO	756-5121
John Mingus	Public Relations	GP	269-1171
ECOLOGY: TECHNICAL SUPERINTENDENT: PAPER MILL			
Ivan Hovis	Public Relations	Menasha Corp.	756-5171
Jim Baxter	Technical Superintendent	Menasha Corp.	756-5171
ECOLOGY: FORESTER			
David Sant	Public Relations	WYCO	756-5121
Tom Orr	Head Forester	WYCO	756-5121
Bill Lansing	Head Forester	Menasha Corp.	756-7203
ECOLOGY: ENGINEERS			
David Sant	Public Relations	WYCO	756-5121
Hank Reppeto	Engineer	WYCO	756-5121
ECOLOGY: GENERAL			
Dr. Paul Rudy	Biologist	Oregon Institute of Marine Biology	888-4297
SECRETARIES AND BOOKKEEPERS			
David Sant	Public Relations	WYCO	756-5121
John Mingus	Public Relations	GP	269-1171
Ivan Hovis	Public Relations	Menasha Corp.	756-5171
Jim Baxter	Technical Superintendent	Menasha Corp.	756-5171
Erwin Doty	Office Manager	Independent Stevedore Corp.	267-3146

RESOURCE OUTLINE: EMPLOYMENT IN THE LUMBERING INDUSTRY AND RELATED FIELDS

DATE OF VISIT: _____

TIME OF VISIT: _____

SCHOOL AND ADDRESS: _____

SCHOOL PHONE: _____

TEACHER: _____

TEACHER'S HOME PHONE: _____

Teacher to circle one:

LOGGING TRANSPORTATION PROCESSING MARKETING ECOLOGY

Below is a list of things that you could discuss with the students to help them get a better idea of the jobs available to them in the portion of the lumbering industry that you represent and some of the things you, as a prospective employer, look for in a job applicant:

A. The types of jobs available by title in your portion of the lumbering industry

B. The type of work involved in the jobs

C. Minimum qualifications for obtaining work in this portion of the industry

   1. Education
   2. Training
   3. Experience

D. Physical demands made on the worker

E. Working conditions

   1. Noise
   2. Hazards
   3. Hours
   4. Inside or outside work

F. Aptitudes needed to work in this portion of the industry

   1. Coordination
   2. Quickness with figures (math)
   3. Office skills
   4. Mechanical skills

G. Temperaments

1. Ability to supervise people
2. Ability to do repetitive tasks for long periods of time
3. Working closely with other people
4. Persuasiveness

H. Chances for promotion

1. Good
2. Fair
3. Poor
4. What characteristics would gain an employee a promotion

I. Work status

1. Full-time jobs
2. Part-time jobs
3. Seasonal jobs

Forests are a common sight in Coos County as well as the whole western United States. Douglas Fir, Hemlock, Ponderosa Pine, Engleman Spruce, White Fir and Western Cedar are but a few of the trees that abound in forests throughout the western portion of our country. The 1.6 trillion board feet of saw timber on these 82 million acres of commercial forest lands is enough to build each house in America two times. If it were all cut, over 45 million railroad cars would be needed to transport it to markets. These trees not only provide a place for recreation, a lush green scenery and a home and food for animals, they also provide raw materials used to produce some 5,000 products for our everyday use.

It has been estimated that each citizen in our country uses 200 board feet of lumber and 530 pounds of paper on an average each year. To help meet this demand for wood products, Coos County and more specifically Coos Bay, the world's largest lumber shipping port, ships over 47 million board feet of lumber and over 121 thousand tons of chips, pulp, etc., yearly to other parts of the country as well as abroad.

But more important to us in Coos County are the over 5000 jobs provided by this lumber industry: The management, transporting, processing and selling of the wood products. Jobs ranging from the novice chokerman setting chokers in the woods to the most experienced graduate forester working in intensive forestry, from the yarder engineer yarding logs on the ground to experimenting with yarding logs by air all provide a wide range of occupational possibilities to any resident of Coos County who desires a job in the lumber industry. One of the goals of this unit is to provide the students with an awareness that these many jobs do exist and to give them a background so that they may begin thinking about a possible career vocation in the industry.

In our society where emphasis on education is so great, the lumber industry provides a demand for graduate engineers, marketing experts, foresters, accountants, personnel people and a host of others. But more important, the industry needs men and women with less education to fill the vast majority of the positions within our county. It is more important that the worker desires to learn his job well and perform to the best of his ability than that he have a college degree. Low wages can no longer be used as an arguing point for lacking a college degree. Some of the workers in the lumber industry with a high school education or less make nearly $20,000 a year based on experience and knowledge of their particular field of industry. With these facts in mind, let us now look at the unit itself.

Included in this instructional packet are Lumbering Units #1 thru 6, covering almost all occupational areas within the lumber industry in Coos County. In the BACKGROUND sections of these units are detailed job and process flow charts, job summaries and suggested teacher reading for each of the units.

Though this unit is designed as a brief review, more time may be spent, if the students' interest is high, in doing selected activities from units #1 thru 5.

PERSONNEL MANAGER

OCCUPATIONAL DESCRIPTION

This person is in charge of accepting job applications and interviewing all prospective workers in that particular portion of the lumbering industry. He may have other jobs such as owner, foreman, comptroller, etc. In each case his job is to provide for himself or his company the most capable and productive workers he can find.

EQUIPMENT

Resumes, and job applications.

MINIMUM QUALIFICATIONS

Education: For the industry there are no specific educational requirements.

Training: This person has usually worked for the company or for himself for a long period of time. He usually has a great deal of experience in all the occupations available and what work they entail.

PHYSICAL DEMANDS AND WORKING CONDITIONS

This will depend upon the regular job that the person has. It will most probably be an indoor job with few if any hazards. It may require that the worker have above average physical strength and endurance or only average strength.

WORKER CHARACTERISTICS

Aptitudes: The worker should have the ability to judge the character and the work ability of job applicants from their letters of reference, resumes, and job interviews. He should enjoy and be interested in other people.

Temperaments: The worker should be able to get along well with other people and enjoy helping them find work.

CHANCES FOR PROMOTION

In the lumbering industry, this man could be promoted to whatever position is above the one that he now holds, since he can hold almost any high level job.